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ABSTRACT

These guidelines and recommendations for library programs and resources focus on goals, programs, and services for state, district, and individual school levels. The Division of Library Development and Services in the State Department of Education develops all public and school library media programs, while the Office of School Media Services, a section of the Division, guides and directs program development throughout the state. The responsibilities of the office include formulating long-range development plans; providing advisory and consultative services to local school systems, in-service education programs, and effective coordination of library media services; developing standards and guidelines, proposals for needed research in library media services, and coordinated plans and policies with other personnel and agencies to strengthen media services. The local school system provides support and leadership for planning, development, analysis, management, and evaluation of library media programs and services at the school system and individual school level. Staff responsibilities at this level are outlined, along with facilities planning, budgeting, materials, and equipment. An outline of the individual school library media program, which serves students, teachers, and administrators, includes categories of service, staff, materials and equipment, and facilities. (Author/MBR)

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Criteria for Modern **SCHOOL LIBRARY MEDIA PROGRAMS**

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David R. Bender

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Maryland State Department of Education
Division of Library Development and Services
Office of School Media Services

Revised 1978

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In June 1977, the State Superintendent of Schools, David W. Hornbeck, charged a committee with the responsibility of examining the publication, *Criteria for Modern School Media Programs*, to ensure that the content reflects current practice and make revisions wherever necessary.

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FOREWORD

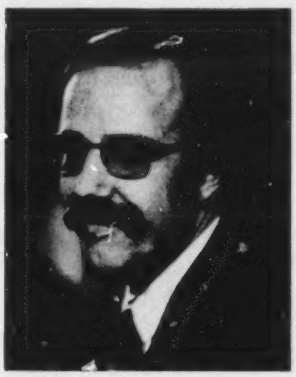
Education today is committed to the development of programs which meet individual needs and purposes. Through research, we recognize the uniqueness of the individual learner, the complexity of the learning process, and the advanced technology which has extended traditional methods and materials to meet the needs and concerns of children growing up in the world of today. The school library media program is a fundamental part of the total educational process. School library media programs provide a multi-sensory approach to learning for students with varying backgrounds, abilities, needs, and interests.

Criteria for Modern School Library Media Programs delineates guidelines and recommendations for programs and resources focusing on those aspects of goals, programs, and services for State, district, and individual levels which make exemplary educational experiences available. All types of media and services are necessary to promote these programs and the objectives of learning.

The Office of School Media Services of the Division of Library Development and Services provides statewide leadership and coordination for the development of programs. District or system level supervisory and administrative personnel provide leadership to meet local needs. In the individual school, leadership for the school library media program is assumed by one member of the library media staff who is competent in all aspects of program development. To achieve maximum effectiveness, this library media specialist should be supported by professional and paraprofessional staff with a diversity of expertise. While the operation of the program will differ at State, system, and building levels, the basic philosophy of the educational use of media remains the same.

This publication is designed to provide guidance to both schools and school systems in their development and improvement of school library media programs and to affirm our confidence in the efficacy of a program at State, system, and building levels which combines all elements of materials, equipment, personnel, curriculum, and service into a unified entity.

A word of caution: throughout *Criteria for Modern School Library Media Programs*, detailed policies and lists are given to be used as suggested guidelines for implementing effective library media programs. The library media program, however, is not autonomous. It operates as an essential part of the school system. This document is a tool which can assist the boards of education, superintendents, administrators and supervisors, and the library media staff in the development of quality library media programs, thereby improving the total educational program.



David W. Hornbeck
State Superintendent of Schools

What are these **CRITERIA?**

The Maryland State Department of Education sets few quantitative standards to be met arbitrarily. The *Criteria for Modern School Library Media Programs* should be considered as "projective standards"; i.e.,

> Standards were designed to serve as a pattern or measure to show what school standards should be in order to offer support needed for the instructional program. As a 'blueprint for the future,' as one writer has characterized them, they provide incentives and guidelines for those most innovative and exemplary schools which are incorporating the new educational approaches in their curricular programs. Projective standards are service oriented. They relate library services as they ought to be rather than as they are now. They reach out to the unexplored moon of the ideal with the certainty that in time these standards will be the everyday reality of the present.[1]

But even projective standards for school library media programs have no validity when considered in isolation. A definite relationship exists among space, staff, and collection — a relationship that stems from the instructional program. The quality of any library media program must ultimately be judged in relation to each school's educational philosophy and the objectives of its instructional program.

The emphasis in developing programs should be on the qualitative aspects of library media development. However, specific quantities of materials, equipment, facilities, and staff have a greater likelihood of producing desirable results in relation to specific educational goals and objectives. Without certain minimum resources, very limited educational opportunities are provided.

With these considerations in mind, the Revision Committee has made an attempt to define the responsibilities of the State Department of Education and the local education agencies for school library media programs both at the system and local school levels. These *Criteria*, which reflect the best current professional judgments, are presented as guidelines for the development of quality school library media programs. Every effort has been made to avoid merely equating quantity with quality. Each school system must determine for itself how services, materials, and staff can best be adapted to meet its own educational goals.

1 Hoadley, Irene Braden and Clark, Alice S., editors. *Quantitative Methods in Librarianship: Standards, Research, Management*. Greenwood Press, 1972, p. 35.

DEFINITIONS
of terms used

Initial Collection
A collection of equipment and materials in each school when it opens. This collection serves as the basis for expansion as the instructional program develops.

Item
A book with hard cover or paper, a film, a filmstrip, tape, record, globe, slide, kit, completed transparency, or a periodical subscription. The question is not what an item is but rather how items are counted. If a package/kit containing items is classified and cataloged having each item as a separate piece, then each item is counted individually. If a package/kit is classified and cataloged as one unit regardless of the number of separate pieces, it is recorded as one item. Example: if a package/kit has two records, six filmstrips, and each record and filmstrip is cataloged separately, then these items must be counted individually. If the same package/kit has been classified and cataloged as one complete unit, then it is counted as one regardless of the number of separate items it contains.

Media
All forms of communication appropriate to an instructional setting and their accompanying technology.

Library Media Center
An area in a school where a full range of media, necessary equipment, and services from library media staff are accessible to students, school personnel, and the school community.

Library Media Specialist
A library media staff member with professional preparation. This use of the term is consistent with common practice but does not reflect the terminology used in Maryland State certification requirements. For further clarification of job responsibilities, see the *Requirements for Educational Media Personnel.*

Library Media Staff
The personnel who carry on the activities of a library media center and its program.

Library Media Technical Aide
A library media staff member serving in a support role but who has special competencies in one or more of the following fields: graphics production and display, information and materials processing, photographic production and equipment operation, and simple maintenance.

Library Media Clerical Aide
A library media staff member with clerical or secretarial competencies.

System Library Media Center
A center at the school system level providing leadership and supplemental services to school library media centers in individual schools of the system.

Teaching Station
Any part of the school (usually but not always a classroom) where formal instruction takes place. Library media centers are not included within this definition although it is recognized that instruction is part of the library media program.

THE SCHOOL LIBRARY MEDIA PROGRAM
What is it?

The school library media program described in *Criteria for Modern School Library Media Programs* is a vital part of the instructional program of any modern school. The purpose of the school library media program is to provide information to the learner about other people, places, cultures, and times. Its resources can provide concepts, ideas, and feelings about the complex world in which we live. Through human and technical resources, it enables the teacher to interact with the learner in a manner not possible in traditional education.

Although the library media program functions in classrooms, labs, homes, and the community, the base from which it operates is the school library media center. Students are taught to work independently. They receive guidance in materials selection, location of resources, and organization of information. Students read books, listen to tapes and records, make transparencies and other visuals, and view slides and films related to their classroom work. The school library media center is also used by groups: students meet to discuss joint projects and to design and produce materials. Teachers also work and plan here, individually and as teams. The resources for learning should be readily available to all.

The School Library Media Program Is a Cooperative Venture

A school library media program does not operate apart from the total education program but is a cooperative venture in teaching and learning. Materials for the curriculum are available in many formats. The methods of presentation may vary; however, each requires the active participation of students, teachers, and library media staff.

As the program itself is a coordinated effort, the management of the program must also be cooperative. Administrators, supervisors, teachers, and library media staff are partners in instructional development. They jointly plan instructional objectives, identify the skills which students will need in their search for information, and select the media which will be used. Wherever the activities take place, the resources of the library media center are available and the expertise of classroom teachers and library media center staff should be made available to the learner.

The School Library Media Program Fosters Self-Direction

The school library media program stresses individualization, independent study, and creative self-expression. The learner is encouraged to research, view, listen, construct, and create in order to accomplish his/her goal. The use of a variety of media makes learning more effective.

The School Library Media Program Explores Networking

As networks continue to develop at the local, state, regional, and national levels, increased access to information resources can be provided for clients through participation in these cooperative ventures. School library media personnel need to become thoroughly familiar with the concept of networking in order to explore the benefits networks offer and the potential contributions the school library media program can provide.

THE SCHOOL LIBRARY MEDIA PROGRAM
in the Maryland State Department of Education

The Maryland State Department of Education believes in and supports the concept of unified library media programs at the local, system, and state levels and recognizes its obligation to provide leadership in the development of such programs.

Within the Maryland State Department of Education, the responsibility for the development of all library media programs, in both public libraries and in the schools, rests with the Division of Library Development and Services. The staff of the Office of School Media Services, a section of this Division, guides and directs program development throughout the state. Close cooperation with other divisions in the State Department structure is mandated in order to develop school library media programs that will meet the continuing needs of the curriculum. To this end, meaningful working relationships with the Divisions of Instruction; Compensatory, Urban, and Supplementary Programs; Special Education; Vocational-Technical Education; and Instructional Television are maintained. Close ties with the Office of Equal Opportunity are maintained also.

These twelve functions illustrate the scope of the responsibilities of the Office of School Media Services:

1. To formulate long-range plans for the development of school library media programs, including cooperative planning for regional and State services
2. To provide advisory and consultative services to local school systems, particularly in the areas of new library media services and technology and in planning school library media facilities
3. To develop standards and guidelines for the improvement of library media programs
4. To provide programs of inservice education on the concepts and utilization of media to administrators, supervisors, library media personnel, teachers, and other interested persons
5. To develop proposals for needed research in library media services
6. To collect, analyze, and disseminate information on the scope and quality of library media programs in the state
7. To assist in the determination of qualifications for certification of library media personnel
8. To administer federal funds available for library media programs
9. To provide for the effective coordination of library media services with the critical educational concerns of the State and local school systems
10. To develop coordinated plans and policies with other personnel and agencies that will strengthen library media services for all citizens
11. To act as a clearinghouse for information on library media services in the state
12. To foster interlibrary loan and cooperative arrangements with school, public, academic, or other libraries

The Office of School Media Services broadens its leadership role in such areas as community involvement and public awareness, censorship and intellectual freedom, instructional design and media production, selection and evaluation of materials, and the utilization of all forms of communication as an integral part of the total curriculum.

SCHOOL LIBRARY MEDIA PROGRAMS at the School System Level

The local school system has the responsibility of providing leadership and support for the planning, development, analysis, management, and evaluation of library media programs and services at both the system level and individual school level. Maryland's public schools are organized into a city and 23 county school districts. This organization offers unique opportunities for developing bases of operation at the system level which can provide services common to all schools and promote profitable cooperative ventures among school systems. Systemwide services which are cooperatively planned and staffed can promote efficient expenditure of funds and effective use of personnel while still honoring the inherent right of each school to develop its own individuality.

SERVICES

Library media programs and services are planned in terms of their effectiveness in meeting identified needs of administrators, instructional staffs, students, and other clients. Evaluative data are collected and used as the basis for identifying and reinforcing successful programs as well as modifying or eliminating ineffective programs.

Important considerations in program planning for library media services include:

- Assessment of current library media services
- Listing of program priorities in relation to the needs of users
- Consideration of the adequacy of facilities, materials, and personnel
- Analysis of the costs of current services
- Documentation of long-range funding needs

In addition to a thorough knowledge of library media services, planning for successful library media programs requires an awareness of the following:

- Philosophy of the school system
- Goals and objectives of the instructional programs
- Current developments in curriculum design

Providing a full range of library media services based on interdistrict cooperation is a realistic goal for every school system. However, mutually advantageous contractual arrangements between school systems have been largely unexplored. For example, it is practical for several review and evaluation centers to serve the needs of all local school districts. Local education agencies can cooperatively exchange information regarding new school facilities, collections, and equipment; bids and prices; and furniture and equipment specifications. School districts might reasonably combine for curriculum laboratories, professional libraries, or other services which are unnecessarily duplicated in each local system.

STAFF

The size of the system and the scope of its services will determine the need for central office staff and necessary professional qualifications of staff members. Regardless of the number of schools in a district, certain resources and services should be provided by a central staff working out of the system level library media center under the direction of a certified media administrator who possesses competencies in management, administration, and supervision. This position should carry the rank and authority of other administrative persons who have comparable responsibilities in the school system.

11/12

Staff employed for the library media program in the central office should be qualified library media personnel assigned responsibilities for developing, administering, organizing, and coordinating unified library media programs which fully support instructional objectives and identified educational needs. The staff should represent the diversity desirable to provide the range of professional, technical, and clerical services to develop, administer, organize, and maintain a library media program.

In systems with fewer than 40,000 to 50,000 students, some of the staff and services described here may be combined or may be available only on a cooperative basis with other systems or agencies. System level or central office staff provide some or all of the following services:

1. **Administration and Supervision**
   a. *Staff*
      (1) Director of library media services
      (2) Supervisor of library media services
      (3) Secretary for each
      (4) One resource person per 25 schools
      (5) Secretarial assistance
   b. *Services*
      (1) Development of plans for interpreting and publicizing library media programs and services
      (2) Implementation of policies and procedures to promote intellectual freedom for all learners
      (3) Submission of reports to the local board of education, to state and national offices, to the staff, and to the public
      (4) Preparation and administration of the budget for the total library media program offered at the building and system levels
      (5) Maintenance of a liaison with supervisory and administrative personnel at local, state, and national levels
      (6) Submission of proposals for innovative programs; applications for funds from federal, state, and foundations sources; and the administration of these funds
      (7) Participation in curriculum development and implementation
      (8) Assistance with selection of library media staff for schools
      (9) Supervisory, consulting, and planning services to library media specialists in the school buildings
      (10) Consultant service to architect and planning committees to ensure that State and national criteria are considered for the design of new library media centers or the renovation of existing centers
      (11) Assurance of the provision of an initial collection of materials and equipment in each school, regardless of size

2. **Film Library**
   a. *Staff*
      (1) Head of film library services
      (2) Secretary
      (3) One booking clerk per 25,000 annual circulation
      (4) One film inspector per 30,000 annual circulation
      (5) One film distribution clerk per 20,000 annual circulation
   b. *Services:*
      (1) Provision for the loan and maintenance of films
      (2) Purchase or rental of new or specialized titles as needed

3. **Professional Library**
   a. *Staff*
      (1) One library media specialist per 2,000 professional staff members
      (2) Two aides or clerks per 2,000 professional staff members

      (If additional services, such as extensive researching and abstracting, are provided and if the library is open for extended hours, additional staff will be needed.)
   b. *Services*
      (1) Provision of professional print and nonprint materials; e.g., books, pamphlets, periodicals, government documents, and journals
      (2) Provision of computer services for information retrieval; i.e., ERIC
      (3) Provision of professional reference materials
      (4) Provision of bibliographic and searching assistance
      (5) Provision of courses of study, curriculum guides, teachers' manuals, and resource units
      (6) Provision of review and selection tools
      (7) Provision of lists of selected community agencies and resources
      (8) Provision of special materials based on individual system needs; e.g., Braille editions, large-print books, and talking books

4. **Review and Evaluation of Materials**
   a. *Staff*
      (1) Head of Examination Center
      (2) Secretary
      (3) Aide
   b. *Services*
      (1) Assumption of leadership role in the formulation of written criteria for selecting media which assures:
         (a) Involvement of school-based library media personnel, teachers, curriculum specialists, and other users
         (b) Logical organization of materials for examination
         (c) Compilation of evaluation data
         (d) Analysis of evaluation data
         (e) Dissemination of the completed evaluations in a useful format
      (2) Computer services for information retrieval of evaluated materials
      (3) Provision of print and nonprint materials for evaluation

5. **Processing**
   a. *Staff*
      (1) Manager of the center
      (2) One cataloger per 10,000 items processed annually
      (3) Supervising clerk
      (4) One clerk per 15,000 items processed annually

      (Contracted preprocessing may supplement or replace the conventional processing center.)
   b. *Services*
      (1) Processing of print and nonprint materials for school and professional collections
      (2) Computer services for processing materials

6. **Media Production**
   a. *Staff*
      (1) Head of center
      (2) One secretary
      (3) One graphic artist per 1,000 teachers served
      (4) One photographer per 2,000 teachers served
      (5) One technician per 1,000 teachers served
      (6) One aide per 1,000 teachers served
      (7) TV production staff (with skill in script writing, television teaching, and television engineering)
   b. *Services*
      (1) Production of instructional media geared directly to the needs of students, e.g., slides, transparencies, videotapes, audiotapes, and prints
      (2) Maintenance of production facilities for faculty and students
      (3) Provision of technical assistance in production at the school level
      (4) Provision of copying and duplicating services in accordance with copyright legislation
      (5) Provision of graphics and photographic services
      (6) Provision for central television production
      (7) Provision of assistance to local schools in television production and off-the-air taping of programs for which copyright clearance has been granted
      (8) Provision of television services which may include open-circuit television, closed-circuit television, and community antennae television
      (9) Provision of videotaping service

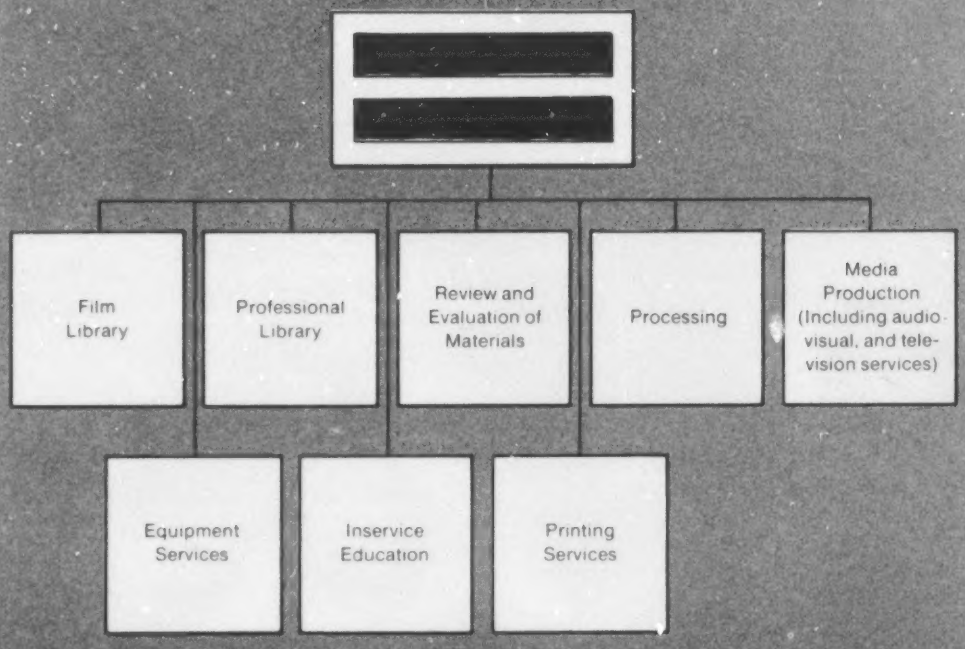
7. **Equipment Services**
   a. *Staff*
      (1) Head of services
      (2) One equipment evaluation specialist
      (3) One equipment evaluation technician per 50 schools
      (4) One electronic equipment repairman per 25 schools

      (The evaluation function could be placed in the examination center; repair services might be obtained through contract with a commercial agency.)
   b. *Services*
      (1) Delineation of specifications for audiovisual equipment
      (2) Establishment of equipment standards
      (3) Evaluation of school equipment inventories for replacement needs and conformity to standards
      (4) Provision for the loan of audiovisual equipment that is infrequently used or highly specialized in nature

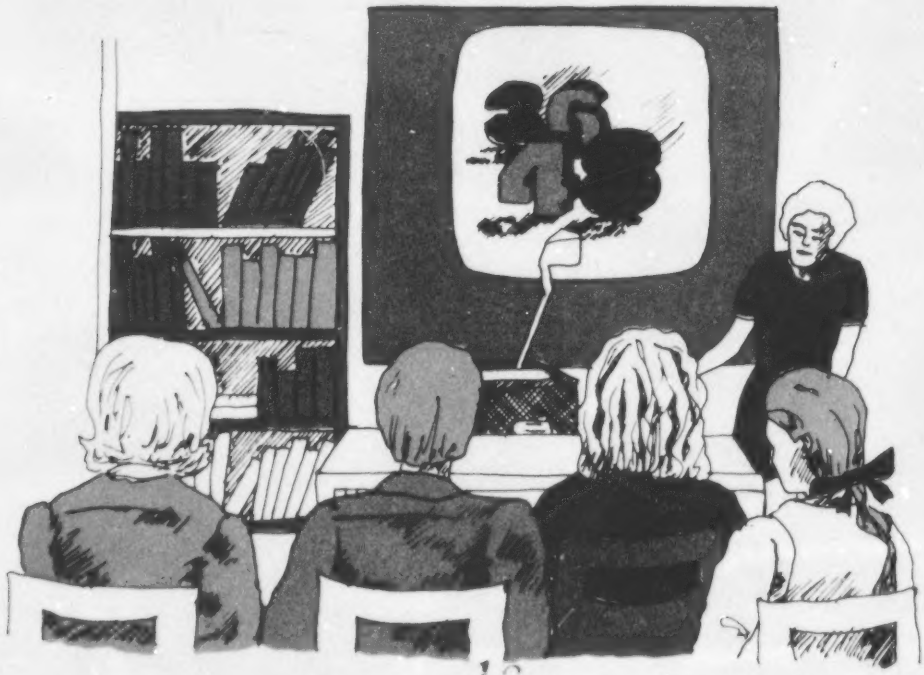
8. **Inservice Education**
   a. *Staff*
      (1) One professional per 50 schools
      (2) One workshop aide
      (3) One clerk
   b. *Services*
      (1) Provision of formal and informal inservice training in media utilization
      (2) Provision of professional development opportunities for library media personnel
      (3) Provision of workshops for volunteers in library media centers

9. **Printing Services**
   a. *Staff*
      (1) One manager
      (2) One secretary
      (3) Editors as needed
      (4) One operator per item of camera, printing, and binding equipment
      (5) One typesetter per typesetting unit
   b. *Services*
      (1) Provision of copying and printing services
      (2) Provision of printing and copying services as dictated by instructional needs

SERVICE COMPONENTS FOR SYSTEM LEVEL SCHOOL LIBRARY MEDIA PROGRAMS



(This chart illustrates possible service components of a system level or central office school library media structure. No attempt is being made to indicate lines of authority or a hierarchy of personnel or service.)



COLLECTIONS OF MATERIALS AND EQUIPMENT

It is the responsibility of the Central Office (1) to develop acceptable standards for the selection of materials and equipment, (2) to provide in each school, regardless of size, an initial collection of materials and equipment, and (3) to provide a central collection of materials and equipment which augments collections in the individual schools.

Initial collections in individual schools should be available for use when new schools open and, within legal limits, should be funded from capital budget. Additional funds must be provided annually for the necessary expansion and maintenance of these collections.

Materials and equipment housed in the school system level library media center should meet one or more of the following criteria:

1. Are they too expensive for individual school purchase?
2. Are they used infrequently?
3. Do they require constant care and upkeep which individual schools are unable to provide?
4. Do they include materials to support instruction in schools too small to justify complete building level library media collection?

System level centers very often house and circulate all 16mm films owned by the system and certain pieces of supplementary equipment which can be used by the schools. The system's professional library is located here and often includes in its collection textbooks and other instructional materials for review and evaluation as well as those already adopted by the system. Special items in the collection might include videotapes, museum objects, and realia.

FACILITIES

Planning of facilities for the school system level library media center will depend on the services provided. To provide a full range of services, however, the following areas should be included:

1. Administrative offices
2. Areas for reading, viewing, and listening
3. Areas to house collections, including a film library, professional library, and examination center
4. Areas for processing materials and equipment storage
5. Areas for production, including video- and audiotape recording, areas for graphic arts, photography, and overhead transparency "assembly line", and areas for maintenance and repair of equipment
6. Areas for inservice workshop sessions

In addition to providing a well-designed system level library media center, the Central Office has the responsiblity for guiding the development of library media centers in its individual schools. A major role in planning new and/or renovated school library media facilities is assumed by the Interagency Committee on School Construction (Education Section) of the Maryland State Department of Education working in conjunction with the local system's representatives. The system level library media specialist should be a member of the planning team along with the architects, members of the school community, the school administrator, the library media specialist, and members of the staff.

Before any plans are drawn, architects should be provided with specifications describing the philosophy of the school, the educational program, and the role of the library media center. Then the architect should design a functional, inviting center whose spatial relationships enhance the unified library media approach to learning. The design should allow for expansion and adaptation to changing educational needs. It is also of primary importance that the center be conveniently located for all areas of the school and provided with an outside entrance. Architecturally, the school library media center should be designed to meet the special needs of physically-handicapped students.

A complete library media service area should include: (1) space for reading, listening, and viewing; (2) areas for conferences; (3) areas for individual study and larger-group activities; (4) space for a professional library; (5) offices for work related to the management of the center; (6) areas for production of audiovisual material; (7) areas for tape recording; (8) space for storage of books, periodicals, and audiovisual materials; and (9) areas for storage of equipment.

For any library media services facility, however, it is recommended that:

1. The total library media services area be computed at no less than 7-10 square feet per student, based on capacity enrollment.
2. The total library media services area accommodate approximately 25 percent of the enrollment capacity of the school.
3. Not more than 100 seats be provided in any one area.

School library media centers, new or remodeled, should be easy to supervise and include the following:

1. Aesthetic design, decoration, and furnishings
2. Acoustical treatment of surfaces where needed; e.g. walls, ceilings, floors, carrels
3. Adequate electrical and communications outlets
4. Adequate light control
5. Adequate ventilation and temperature controls for year-round use
6. Safety precautions in design and furnishings
7. Provision for handicapped clients

Below are some of the furnishings essential to the adequate functioning of a library media facility:

1. A charging desk of proper size and design
2. Tables, chairs, study desks, and wet carrels of proper size
3. Adjustable reference shelving (figured at 18 books per shelf), standard shelving (figured at 30 books per shelf), and picture book shelving with dividers (for elementary schools and figured at 60 books per shelf), the total amount of shelving to hold 20 items per student, based on capacity enrollment
4. Differentiated shelving and space for files to house various types of audiovisual materials: filmstrips of several types; reel-to-reel, cassette, and videotapes; slides; and disc recordings (sufficient for at least ten audiovisual items per student, based on capacity enrollment)
5. Magazine display and storage space for back issues
6. Filing and storage cabinets in a range of sizes suited to needs
7. An expandable card catalog with drawers to hold cards for the entire collection (figured at 1,000 cards per drawer with separate unit for shelf list cards)
8. Dictionary and atlas stands
9. Book trucks with oversize swivel wheels
10. Large sink with running water
11. Desk for library media specialist

School systems which produce their own television and radio programs will want to consider the following minimal specifications:

1. *Studio*
   a. Floorspace 40 feet by 40 feet
   b. Walls 12 feet from floor to lighting gird plus 3 feet above gird to ceiling
   c. Doors 14 feet by 12 feet with outside access
   d. Soundproofing in walls, doors, and ceiling
   e. Airconditioning or year-round climate control
2. *Control Space*
   a. May be divided into areas such as:
      (1) Video control 10 feet by 10 feet
      (2) Audio control 10 feet by 10 feet
      (3) Videotaping area 10 feet by 10 feet
      (4) Film projection area (8/16mm) 10 feet by 10 feet
   b. Adjacent to television studio
3. *Office and Work Space*
   a. General equipment needs include:
      (1) Two television cameras with tripods
      (2) One video switcher
      (3) One audio mixer
      (4) Microphones
      (5) Studio lights
      (6) Video waveform monitors
      (7) Video picture monitors

New schools or schools being renovated should contact the Office of School Media Services for the most recent literature on school library media facilities.

SPACE ALLOCATION FOR SCHOOL LIBRARY MEDIA CENTERS

NEEDS	SPACE FOR 600 OR LESS ENROLLMENT	SPACE FOR 600-900 ENROLLMENT	SPACE FOR 900-1200 ENROLLMENT
1. Space for circulation desk, catalogs, indexes, displays, and exhibits	500 sq. ft.	600 sq. ft.	750 sq. ft.
2. Space for reading, viewing, listening, browsing, and study (This includes tables, chairs, carrels, informal seating, stacks, and reference areas.)	3000 sq. ft.	4500 sq. ft.	6000 sq. ft.*
3. Several activity rooms with movable partitions, one of which could be used for student typing	300 sq. ft.	400 sq. ft.	600 sq. ft.
4. Large-group room	400 sq. ft.	600 sq. ft.	900 sq. ft.
5. Office space for professional staff members and media planning area	200 sq. ft.	250 sq. ft.	300 sq. ft.
6. Space for local production and processing of media by pupils and teachers	300 sq. ft.	400 sq. ft.	600 sq. ft.
7. Darkroom	100 sq. ft.	150 sq. ft.	150 sq. ft.
8. Storage space for supplies, materials, and equipment	350 sq. ft.	650 sq. ft.	800 sq. ft.
9. Videotaping area	500 sq. ft.	500 sq. ft.	1000 sq. ft.
TOTAL	5650 sq. ft.	8100 sq. ft.	11,100 sq. ft.

*Any school with an enrollment over 1200 students should compute reading, viewing, listening, browsing, and study areas at a minimum of 5 sq. ft. per student.

BUDGET

Initial collections in individual schools should be available for use when new schools open and, within legal limits, should be purchased with capital funds. Additional funds must be provided annually for the necessary expansion of these collections. When allocations are made on a per pupil basis, it should be remembered that small schools require a larger per pupil amount if equal quantities of instructional materials are to be made available.

It is recommended that at least seven percent of the total current instructional budget be allocated for instructional supplies and materials including textbooks, library books, audiovisual equipment, and consumable supplies. It is further recommended that this seven percent be allocated as follows:

25 percent - textbooks
25 percent - media (books, films, recordings, etc.)
50 percent - other (including consumable supplies and audiovisual equipment)

According to statistics, the Maryland average per pupil for textbooks was:

1973-74 — $9.81
1974-75 — $9.43
1975-76 — $11.69

The Maryland average per pupil for library materials was:

1973-74 — $5.38
1974-75 — $6.29
1975-76 — $6.21[2]

These figures do not indicate the wide difference in the amounts spent in individual systems, nor do they reflect adherence to the suggested categorical allotment of the basic seven percent. In 1975-76, for example, nearly twice as much was spent to purchase textbooks as was spent for library materials. It is hoped that with the current emphasis on individualization and the adoption and implementation of these guidelines, more equitable spending in these two areas will occur.

2 Maryland State Department of Education, Division of Research, Evaluation and Information Systems. *Selected Financial Data, Maryland Public Schools*, 1975-76, Part I, MSDE-ADM 075 (R) 200, 2/77.

SCHOOL LIBRARY MEDIA PROGRAMS in the Individual School

SERVICES

The primary purpose of the library media program in the individual school is to serve students, teachers, and administrators. The library media program must be an integral part of school instruction; therefore, library media personnel must be active members of school and system curriculum committees as well as members of the schools' instructional teams.

Time must be provided for the library media specialists to meet formally and informally with members of the instructional team in order to plan, implement, and evaluate instructional objectives. The library media specialist plans with teachers for necessary instruction in media and communication skills. During the planning sessions, the library media specialist and teachers should review specific materials to determine the ability level with which the materials could be used most successfully by students.

Meetings may also occur for planning individualized programs for meeting special needs of specific students or groups of students. Such programs may be developed by working with people in specialized areas as well as with classroom teachers.

The library media staff is responsible for the wise selection and purchase of media that support and enrich the curriculum and meet the needs of the school population by using the suggestions of students, teachers, and administrators. The library media staff should make all school personnel aware of the availability of media. Policies and procedures should be established that make media easily accessible to all students, teachers, and administrators. When there is a shortage of materials, the library media staff should borrow from other agencies or assist in the production of necessary materials.

The emphasis on teaching the individual child makes the library media center the "heart" of the school, a place where students may pursue individual interests. By providing opportunities for self-discovery and self-direction, the library media program assists in promoting learning skills and attitudes essential to academic, vocational, and personal development.

The library media specialist should create an environment that is conducive to learning and a climate that is warm, attractive, and inviting. Students should be able to use materials that foster their specific interests and abilities in a nonrestrictive manner. The library media center should be well organized so that students and teachers can use the center with little difficulty.

The goals and objectives of the library media program should be developed at the system level using an interdisciplinary approach to learning. At the individual school, the library media specialist should correlate media instructional objectives with the schools' instructional objectives in order to plan a program to meet the specific needs of the school.

A well-rounded program includes the teaching of skills, stimulating interest in reading, developing the reading habit, providing guidance in the proper use of all types of media, researching special interests, and encouraging creative expression. Skill instruction may occur in large groups, small groups, or individually but it is most successful if the skills are taught when the student has a specific need. As a result of an effective instructional program, students should become skillful and independent media users.

The school library media staff should provide training for members of the school staff, acquaint them with the newest developments in media, and suggest ways to improve instructional effectiveness. Teachers should receive instruction and assistance in media production techniques and in the use of equipment. The library media staff should acquaint the staff with the policies and procedures of the library media center.

In accordance with school system media policies, the library media staff should develop procedures regarding coordination between the library media center and the administrators, teachers, and students. It is essential that administrators have full understanding of system policies in order to give effective support to the library media program.

The library media specialist, in conjunction with system level media personnel, school staff, and students, is responsible for the evaluation of the school library media program and services in light of the established objectives.

Media Programs: District and School[3] lists the following factors for consideration in ongoing evaluations of school library media programs:

3 American Library Association and Association for Educational Communications and Technology. *Media Programs: District and School*, ALA and AECT, 1975, p. 60.

1. Extent of the school population it reaches
2. Level of participation by teachers and learners
3. Effectiveness of its leadership and its cooperative efforts in instructional design and its implementation
4. Ability to establish priorities with the school administration that result in sufficient budget for materials and equipment and the way that these funds are allocated
5. Extent of cooperation with other media programs and community agencies
6. Satisfaction, rewards, and growth of the school media staff
7. Role of the school media program in total community efforts for children and youth

School library media specialists have a role that makes this area of librarianship unique. The instructional role of school library media specialists is a vital one and it is much larger than the teaching of library skills. School library media specialists are educators who guide students in independent study projects and demonstrate media production. They develop learning packages and counsel students on study habits and reading selection. School library media specialists must know the basic principles of educational psychology and be familiar with research on instructional media and with learner characteristics that make one medium, one style, or one structure of presentation preferable to another for a specific student. They must be able to discuss and to demonstrate a wide range of instructional techniques.

Listed below are five categories of services which should be included in all school library media programs:

1. *Accessibility of Resources* — A major responsibility of the school library media specialist is that of making available all of the library media centers' holdings, with as little restriction on the circulation of such materials as possible. Materials included in the collection should reflect the varied interests, needs, and levels of achievement of users and include the widest possible variety of print and nonprint media.
2. *Reference and Information Services* — Helping users locate answers or suggesting possible sources of information are tasks that occupy a good portion of the school library media specialists' work day. Guidance in the selection of materials for leisure reading and viewing is also an important library media center service.
3. *Instruction* — The school library media specialist works in conjunction with the classroom teacher in order that skill instruction occurs as a result of a real need to discover or learn. A major area of instruction is the development of the interest, desire, and habit of reading for information and pleasure, and the encouragement of self-discovery and self-direction in learning.
4. *Production* — Library media personnel should be skillful in the design and production of a wide array of audiovisuals that can help make the teaching-learning process vital and exciting. Creativity and skill in the use of machines makes the library media specialist a necessary part of the teaching team.
5. *Consultation* — Because the school library media center collection and the school curriculum are familiar to the library media specialist, frequent consultations with other school personnel are needed. The library media specialist brings to such conferences the knowledge of what is available to be used in conjunction with the various classroom interests and needs.

STAFF

A library media staff must include personnel with a broad range of preparations and skills in the areas of instructional materials and communications. Both professional and support personnel are essential. A program of library media services requires that a professional library media specialist be placed in charge and have responsibility for the administration and management of the program. To manage successfully the library media program of a school, the library media specialist needs competencies in instructional development as well as the management, selection, production, and utilization of media. The library media staff is in a unique position to encourage teachers to use a media approach to learning and teaching and to provide opportunities for students to work, learn, and be creative with media.

The support staff of a library media center consists of technical and clerical aides who work under the direction of a library media specialist. These aides perform many of the tasks related to the ordering, receipt, maintenance, inventory, production, distribution, and utilization of materials and equipment. In schools where the support staff consists of only one person, the supportive services must be handled by that person. In schools with no support staff, all technical and clerical responsibilities must be handled by the professional, with the aid of students and volunteers.

Support personnel should have a general knowledge of library media program functions as well as those skills necessary for the performance of their specific duties. Preparation for the position of a technical or clerical aide can be acquired either by specialized training courses or through on-the-job experience.

The size and diversity of library media staff are governed by a number of variables: size of school, grade range, scope of the instructional program, school organization, number of students with special needs, the range and quality of services provided from the system level, public support, and budgeting practices.

It is important to remember that, regardless of the variables which affect the school, every student is entitled to maximum educational opportunities. To assure this, these basic principles governing staff size should be kept in mind:

1. EACH SCHOOL, REGARDLESS OF SIZE, SHOULD ASSIGN ONE LIBRARY MEDIA SPECIALIST THE RESPONSIBILITY FOR THE LIBRARY MEDIA PROGRAM.
2. SUPPORT STAFF ARE ESSENTIAL TO THE EFFICIENT FUNCTIONING OF THE PROFESSIONAL STAFF. The nature of the library media program will determine whether additional positions should be clerical or technical aides.
3. AS LIBRARY MEDIA SERVICES EXPAND, ADDITIONAL PROFESSIONAL STAFF WITH SPECIALIZED COMPETENCIES WILL BE NEEDED.
4. WHEN MORE THAN ONE PERSON IS EMPLOYED IN A LIBRARY MEDIA CENTER, ONE SHOULD BE DESIGNATED AS HAVING MAJOR RESPONSIBILITY.
5. IF HOURS OF SERVICE IN THE LIBRARY MEDIA CENTER ARE EXTENDED BEYOND THE REGULAR SCHOOL DAY, ADDITIONAL PROFESSIONAL STAFF OR STAGGERED WORK SCHEDULES WILL BE NECESSARY.

Suggested here are staffing patterns for schools offering a full range of educational opportunities for all pupils.

ENROLLMENT	PROFESSIONAL STAFF	SUPPORT STAFF	
	Generalists and Specialists	Clerical Aides	Technical Aides
Under 250	1		
250- 499	1	1	1
500- 749	1	2	1
750- 999	2	2	1
1000-1399	2	2	2
1400-1849	3	3	3
1850-2499	4	4	3
2500-	5	4	3

COLLECTIONS OF MATERIALS AND EQUIPMENT

Initial Collections

The term "initial collection" refers to the basic collection of materials which every school should have in order to operate effectively. It should be understood that this "initial collection" represents a minimum upon which to build a more adequate collection. Below are guidelines to assist in establishing this basic collection:

1. Each school should have an initial collection of a variety of media, fully cataloged and processed to serve as a base for an adequate collection.
2. An analysis of the special needs of the school population should determine the composition of the initial collection.
3. The acquisition of an initial collection in a new school should begin at the time the building contract is let. This plan will provide time for sound selection procedures necessary to have the materials ready for use on the opening day of school.
4. Funds for initial collections should be included in capital budgets. Otherwise, funds especially designated for equipping new buildings should be provided.

Recommended Size of Initial Collection

1. *Elementary Schools* — A collection of 12,000 media items is recommended. In order to provide for duplication of titles and/or broadening of subject coverage, schools with enrollments of more than 600 pupils need to provide a total initial collection of at least 20 items per pupil.
2. *Junior High/Middle Schools* — A collection of 15,000 media items is recommended. In order to provide for duplication of titles and/or broadening of subject coverage, schools with enrollments of more than 600 pupils need to provide a total initial collection of at least 25 items per pupil.
3. *Senior High Schools* — A collection of 18,000 media items is recommended. In order to provide for duplication of titles and/or broadening of subject coverage, schools with enrollments of more than 600 pupils need to provide a total initial collection of at least 30 items per pupil.

Developing Collections

Each school should continue to build its collection in a systematic manner based on an evaluation of user and program needs. Growth in the size of a collection should parallel the growth of the school's program and also act as a stimulus to the expansion of that program. It is recommended that:

1. Collections of media should be developed according to the needs of the school while still maintaining a balanced collection.
2. Each school should evaluate its educational program, its present collection, and its future needs. On the basis of this evaluation, a planned program of collection development should be undertaken with specific goals to be reached during each of several phases.
3. All schools should have supplementary funds for adjusting the collection to curriculum changes, changes in teaching techniques, and changes in student population. These funds should be made available well in advance of the implementation of any change so that necessary materials will be on hand when they are required.
4. Allotments for library media programs should be adequate for the acquisition of all types of materials and supplies. School personnel should have the flexibility to select and purchase the most desirable proportion of types of media or supplies.
5. All requests for materials should be channeled through the media center in order to eliminate undesired duplication of purchases and promote greater economy. All materials should be cataloged and inventoried as part of the media collection in order to make them accessible to teacher and student.

Professional Collections

Professional materials are often available through system level collections; college, university, and public libraries; and curriculum centers. The individual school, however, needs some professional materials of its own which are readily available. Below are guidelines for developing such a collection:

1. A collection of current, professional library media materials should be available in each school, supplemented by access to a full collection at the system or multi-system level.
2. The collection should include professional periodicals of a general nature and selected titles in specific subject areas.
3. In acquiring professional periodicals, the school's library media center should act as the clearinghouse, regardless of the source of funds. This practice will eliminate unnecessary duplication of titles, insure that a sound collection is developed, and facilitate circulation.
4. One copy of all system curriculum guides and other publications appropriate to the program of the school should be available in the library media center.

Recommended Quantities of Equipment

The following recommended kinds and quantities of equipment are not meant to prescribe or limit the amount and kinds of equipment that may be required for an individual media program. More precise data for determining needs should be based on school population, curriculum, and any special innovative programs. Program needs will always dictate the kinds and quantity of resources necessary for successful implementation.

If there is any doubt about current trends in technology, seek help from your local or state media supervisor and/or your local or state media association.

	Teaching Stations	Media Center	Multi-Purpose Room	Bldg.	
Audio Tape Recorder (Reel-to-Reel)	1 per 20	1			
Cassette Audio Tape recorder					
Grades K-6	1 per 3	1			
Grades 7-12	1 per 10				
Cassette Audio Tape Recorder (Portable)		6			
Grades K-6	3 each				
Grades 7-12	1 each				
Cassette Audio Tape Player (Portable)		20			
Grades K-6	3 each				
Grades 7-12	1 each				
Record Player		5			
Grades K-6	1 each				
Grades 7-12	1 per 5				
Listening Center (6-10 sets of earphones)		2			
Grades K-6	1 each				
Grades 7-12	1 per 20				
Projector, 16MM Sound (with cart)	1 per 5	2			
Projector, 8MM	1 per 4	5			
Projector, 2 x 2 Slide	1 per 10	2			
Projector, Filmstrip or Combination Filmstrip-Slide	1 per 3	1			
Projector, Overhead (with cart)	1 each	1			
Projector, Opaque				1	
Projection Screen (wall mounted)	1 each	1	1		
Projection Screen (Portable)		1			
Viewer, Sound Filmstrip Cassette	1 per 6	1			
Viewer, Filmstrip	1 each	20			
Viewer, 2 x 2 Slide	1 per 5	2			
Microreader	1 per 20	1			
Microreader Printer		1			
Copying Machine	1 per 20	1			
Duplicating Machine	1 per 20	1			
Typewriters for Student Use		3			
Radio Receiver AM-FM		1		1*	*Plus central distribution system
Master Antenna UHF-VHF and Closed Circuit Television System				1*	Distribution system capable of feeding off air telecasts, live signals, and video tape recordings in color or black and white

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	Teaching Stations	Media Center	Multi-Purpose Room	Bldg.	
Television Receivers	1 each	1	2	3*	*Back-up receivers
Video Tape Recorder System (with camera, microphone, and monitor)	1 per 24				
Video Tape Recorder, Playback Unit	4 per 24				
Lecturn				1	
Production Equipment:					
Paper Cutter				1	
Thermo and Diazo Transparency Production Equipment				1	
Super 8MM Camera, with provision for single-frame exposure				1	
Tripod				1	
Flood Lamps				1	
Rapid Process Camera				1	
Equipment for Darkroom				1	
Spirit Duplicator				1	
Primary Typewriter				1	
Copy Camera and Stand				1	
Light Box				1	
35MM Still Camera				1	
Film Rewind				1	
Film Splicer (8MM and 16MM)				1	
Tape Splicer				1	
Slide Reproducer				1	
Mechanical Lettering Devices				1	
Dry Mount Press and Tacking Iron				1	

FACILITIES

The main responsibility for planning or renovating library media facilities is assumed by the Interagency Committee on School Construction (Education Section) of the Maryland State Department of Education in conjunction with the local school system. The system's library media supervisor or designee should be a member of the team planning for all new or renovated facilities.

When it is possible to identify the administrator, media specialists, and teachers for a particular school, they should be active members of a planning team.

For more detailed information refer to "Facilities" in the section entitled SCHOOL LIBRARY MEDIA PROGRAMS AT THE SCHOOL SYSTEM LEVEL.

BUDGET

Budgetary decisions are made at the system level. At the individual school level, the administrator must ensure that all funds allocated for the purchase of print and nonprint media and equipment are expended for that purpose. The administrator delegates the responsibility for the selection and purchase of media to the library media specialist. Staff, students, and parents should be involved in the selection process using guidelines established at the system level.

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